**CAT3 Assessment (RECYCLING VIDEO)**

**C:\Users\Najat\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZAAM8OLY\MC900441902[1].wmfStudent name:**

**Level:**

You are working on the Recycling Project. You have now finished two sections, the Investigate Section and the Design Section and these have been handed in for CAT1 & CAT2 assessments. Now get started to hand in the remaining part of your project which consists of the Create section and the Evaluate section. This document explains how you will be assessed and allows you to amend your documentation so you can get the highest mark possible.

**D. Create Section (6 marks)**

In this section you should complete the Recycling Video using the Windows Movie Maker software that raises awareness of Recycling.

**Have you…… started off with Movie maker.**

|  |  |
| --- | --- |
| Created frames in WMM that raises awareness of Recycling? |  |
| Make sure the video targets your audience (students of EIS)? |  |
| Follow the designs & specifications set by your teacher? |  |
| 1. The movie must be between 6 – 10 Frames and do not cross over 2 minutes.  2. Create a Frame that explains what Recycling is all about.  3. Create a Frame that explains the advantages of Recycling.  4. Create a frame about interesting Recycling facts.  6. Create a frame of your school which is involved in Recycling.  7. Create a frame that explains the materials that can be recycled.  8. You must insert relevant text, images, effects and transitions from one frame to the next. |  |
| Made sure that the design specifications that **you** created have been met? |  |
| Used different features in WMM? |  |

**E. Evaluate Section (6 marks)**

In this section you have to complete evaluating the Product (THE VIDEO) and Self performance.

**Have you…….. finished evaluating your product?**

|  |  |
| --- | --- |
| Received written feedback from three other people? |  |
| Made improvements to your video? |  |
| Explained what the improvements were? |  |
| Written a paragraph (minimum 10 sentences) describing how you felt as you worked on the project? |  |
| Tested the product against the design specification by completing the test (in the Investigate section)? |  |
| Written a paragraph (minimum 10 sentences) that evaluates your performance and suggests improvement for each stage of the design cycle? |  |
| Written a paragraph evaluating the success of your product based on the views and results of the test? |  |
| Written some sentences that describe the impact of the product on life, society and/or the environment? |  |

**F. Attitudes in technology (6 marks)**

In this section we will monitor your attitude when working in the computer room and give you a mark depending on how you work. There are two aspects we will be looking at:

1. Personal engagement (motivation, independence, general positive attitude)
2. Attitudes towards safety, co-operation and respect for others.

**Have you tried hard to show your teacher that you have ……..**

|  |  |
| --- | --- |
| A generally positive attitude in class? |  |
| The ability to work independently? |  |
| The motivation to complete your work to the best of your ability? |  |
| The ability to co-operate with others and not argue? |  |
| Respected others at all times? |  |
| Worked safely in class? |  |

**Computer Technology Assessment Criteria**

Please allocate appropriate marks for the student. Circle the mark you feel suits them best and enter their marks in the table below. The stages, shaded in grey, have not been covered on this occasion and do not need to be completed. Use the Grade boundaries table to determine the student’s level. Enter the level in the section allocated on the first page of this document.

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Stage** | **Maximum mark** | **Student mark** |
| A | Investigate | 6 | 0 |
| B | Design | 6 | 0 |
| C | Plan | 6 | 0 |
| D | Create | 6 |  |
| E | Evaluate | 6 |  |
| F | Attitudes in technology | 6 |  |
| **Student Total:** | | |  |
| **Level:** | | |  |

|  |  |
| --- | --- |
| **Grade boundaries** | |
| **Level** | **Mark** |
| 7 | 15 – 18 |
| 6 | 12 - 14 |
| 5 | 10 – 11 |
| 4 | 8 – 9 |
| 3 | 6 – 7 |
| 2 | 4 – 5 |
| 1 | 0 - 3 |

**Criterion D: create**

Maximum 6

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student considers the plan and creates at least **part** of a product/solution. |
| 3–4 | The student **uses** appropriate techniques and equipment. The student follows the plan and **mentions** any modifications made, resulting in a product/solution of **good** quality. |
| 5–6 | The student **competently uses** appropriate techniques and equipment. The student follows the plan and **justifies** any modifications made, resulting in a product/solution of **appropriate** quality using the resources available. |

**Appropriate quality:** This is the best product/solution that the student can produce, taking into account the resources available, the skills and techniques they have used, their educational development, how the product/solution addresses the identified need, and aspects of safety and ergonomics.

**Criterion E: evaluate**

Maximum 6

Students are expected to evaluate the product/solution against the design specification in an objective manner based on testing, and to evaluate its impact on life, society and/or the environment. They are expected to explain how the product/solution could be improved as a result of these evaluations.

Students are expected to evaluate their own performance at each stage of the design cycle and to suggest ways in which their performance could be improved.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student evaluates the product/solution **or** his or her own performance. The student makes some **attempt to test** the product/solution. |
| 3–4 | The student evaluates the product/solution **and** his or her own performance and suggests ways in which these could be improved. The student **tests** the product/solution to evaluate it against the design specification. |
| 5–6 | The student evaluates the success of the product/solution in an objective manner based on the **results of testing**, and the **views of the intended users**. The student provides an evaluation of his or her own performance **at each stage of the design cycle** and suggests improvements. The student provides an appropriate evaluation of the **impact** of the product/solution on life, society and/or the environment. |

**Criterion F: attitudes in technology**

Maximum 6

This criterion refers to students’ attitudes when working in technology. It focuses on an overall assessment of two aspects:

* personal engagement (motivation, independence, general positive attitude)
* attitudes towards safety, cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

|  |  |
| --- | --- |
| **Achievement level** | **Descriptor** |
| 0 | The student does not reach a standard described by any of the descriptors given below. |
| 1–2 | The student **occasionally** displays a satisfactory standard in **one** of the aspects listed above. |
| 3–4 | The student **frequently** displays a satisfactory standard in **both** of the aspects listed above. |
| 5–6 | The student **consistently** displays a satisfactory standard in **both** of the aspects listed above. |